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ABSTRACT

This teacher's guide on the 50 state quarters emitted by the United States Mint includes 6 "teacher-friendly" lesson plans that fit easily into the curriculum for grades 4-6; reproducible student worksheets that coincide with each lesson; "fun" state facts and information on the new quarter designs; and USA map template with state outlines. These lesson plans draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn more about the culture, geography, and unique heritage of each state represented in these lesson plans Tennessee, Ohio, Louisiana, Indiana, and Mississippi. Each of the six lessons provides the teacher with educational objectives, curriculum connections, groupings, class time needed for implementation, and background information. (BT)

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The Greatest Educational Change America Has Ever Seen, 2002: Lesson Plans for Grades 4-6.

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2002
Lesson Plans

50 STATE QUARTERS
UNITED STATES MINT

This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines

The Greatest Educational Change America Has Ever Seen

Grades 4-6

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The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public three free sets of lesson plans (for grades K–1, 2–3, and 4–6) that are designed to bring life to the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 2002 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site ("HPC"). Appearing on the cover as well as within the plans themselves, the coin-loving HPC Pals will show you ways to supplement the quarter activities with all of the fun and educational resources available on the site!

The United States Mint H.I.P. Pocket Change Web site, located at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, HPC introduces students to what's H.I.P. about coins—they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.

50 STATE QUARTERS
UNITED STATES MINT

Visit us online at
www.usmint.gov/kids

h.i.p. pocket change™

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The Greatest Educational Change America Has Ever Seen

Lesson Plans for Grades 4-6

	Objective	Connections	Groupings	Class Time	Page
1: Sing for Your State (Tennessee)	Creating a song to describe a quarter design	- Language Arts - Music - Social Studies - Science	Whole group Small groups	2 45- to 60-minute sessions	2
2: A Life Without Flight (Ohio)	Learning about the daily benefits of space research	- Social Studies - Language Arts - Technology - Science	Whole group Small groups	2 45- to 60-minute sessions	8
3: Fast Facts (Louisiana)	Studying the impact of the Purchase and the Expedition	- Social Studies - Language Arts - Mathematics	Small groups Individual work	1 60-minute session	15
4: A Race through the States (Indiana)	Researching and developing a game using the new quarters	- Language Arts - Social Studies - Technology	Whole group Small groups	3 45- to 60-minute sessions	23
5: A Financial Flower Garden (Mississippi)	Researching and computing the prices of seeds to make a state flower garden	- Math - Art - Technology - Social Studies	Whole group Individual work Small groups	2 30- to 45-minute sessions	34
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Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2002
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Lesson plans and other related 50 State Quarters® Program materials are provided solely for teaching purposes. They may not be commercially distributed or distributed as a premium.

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1: Sing for Your State

Based on the Tennessee quarter reverse

OBJECTIVES:

Students will make and record careful observations about a state quarter. They will use their observations to develop songs about a coin.

MATERIALS:

- 1 class map of the United States of America
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Tennessee quarter reverse (back)
- Chart paper
- Markers
- "Coin Parts" sheet
- 1 overhead transparency (or photocopy) of the "Coin Parts" sheet
- "Characteristics Web" sheet
- 1 overhead transparency (or photocopy) of the "Characteristics Web" sheet
- Envelopes (1 per small group)
- Each 2002 quarter (1 quarter per small group)
- Dictionaries, thesauruses, and rhyming dictionaries (if available)
- "State Information 2002 Quarters" sheet
- Writing paper

PREPARATIONS:

- Make an overhead transparency (or photocopy) of the Tennessee quarter reverse.
- Make an overhead transparency of the "Coin Parts" sheet.
- Make copies of the "Coin Parts" sheet (1 per student).
- Gather all 2002 state quarters (1 quarter per pair of students).
- Make an overhead transparency of the "Characteristics Web" sheet.
- Make copies of the "Characteristics Web" sheet (1 per student).
- Place 1 state quarter in each envelope.
- Make copies of the "State Information 2002 Quarters" sheet (1 per student)
- Visit the glossary on the U.S. Mint H.I.P. Pocket Change™ Web site (http://www.usmint.gov/kids/index.cfm?fileContents=/kids/campcoin/glossary.cfm) to familiarize self with coin terminology.

GROUPING:

- Whole group
- Small groups

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Examining Coins and Writing a Song

CLASS TIME:

2 45- to 60-minute sessions

CONNECTIONS:

- Language Arts
- Social Studies
- Music
- Science

TERMS AND CONCEPTS:

- Quarter
- Musical heritage
- Value
- Relief
- Mint mark
- Edge
- Obverse (front)
- Reverse (back)

BACKGROUND KNOWLEDGE:

Students should have a basic knowledge of:

- Making physical observations
- Rhyme patterns
- Symbols

STEPS:

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state if available. Then use the overhead transparency or photocopy of the Tennessee quarter reverse to introduce the quarter. Have a pair of students locate Tennessee on the map.
3. Direct the students to examine the reverse design of the Tennessee quarter and share what they see. On chart paper, have students list their comments.
4. Ask students why they think Tennessee put musical instruments on their quarter. Discuss the words "Musical Heritage" on the quarter. Build on their responses, but convey the idea that music and song writing are both important to that state.
5. As a class, discuss common song topics (reflect on a song that all students are familiar with). Ideas discussed should include things that are important to the writer, that interest the writer, and that the writer knows about. Explain to the students that they will work in small groups to examine a quarter of their own, and to write a song to the tune of their choice to reflect their observations. Brainstorm a list of song titles that would be appropriate for use.

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Sing for Your State

6. Distribute a "Coin Parts" sheet to each student. Reexamine the Tennessee quarter with the students, reviewing relevant coin terms. Introduce the "Characteristics Web" sheet to guide the students in noting the physical characteristics and the value of this coin.
7. Divide the students into small groups. Distribute an envelope and a "Characteristics Web" sheet to each group.
8. Instruct the groups to begin by examining the coin in their envelope and completing the "Characteristics Web" sheet.

Session 2

1. Instruct the groups to choose a melody from the class list that they think would best allow them to describe the coin, and work together to write the song. Ask them to try to incorporate the location of the state into the lyrics, follow the song's rhythms, use similes and metaphors, and use whatever dictionaries, thesauruses, and rhyming dictionaries are available to the class.
2. When the students have completed their songs, have each group sing it for the rest of the class!

ENRICHMENT/EXTENSIONS:

Perform the songs for other classes in the school. Prepare props, such as enlarged coins, to use when performing the song.

Have students independently research the motto "E Pluribus Unum" that is also found on each quarter.

Share various state songs and discuss their basic meaning as a class or in small groups.

DIFFERENTIATED LEARNING OPTIONS:

- Take students to the computer lab to conduct research about their coins.
- Allow students to present their observations through a variety of genres (drawings, raps, poems, etc.).
- Instruct students to act out their songs to help non-native English speakers build their vocabulary.
- Videotape or record the performance and place a typed version of the song with the recording at a viewing/listening center to help students connect the words to their spellings.

HPC CONNECTIONS

The Tennessee quarter isn't the only coin that's musical. Have your students try out the Teacher Feature "Listen Closely" to hear the differences in the sounds coins make. Find it in the "Teachers" area.

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Coin Parts

Obverse

Field

Design or Device

Mint Mark

Rim

Edge

Legend

Reverse

Designer's Initials

Motto

Date

Mint marks are small letters that show where a coin was made.
For example:

D: Denver

P: Philadelphia

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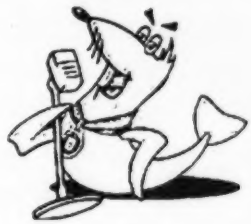
NAME_____ DATE_____

Characteristics Web



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Tennessee Quarter Reverse

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2: A Life Without Flight

Based on the Ohio quarter reverse

OBJECTIVE:

Students will explore the impact of Ohio's "aviation pioneers" on life in America.

MATERIALS:

- 1 large brightly colored box
- 1 sign reading, "Mystery Box"
- 1 2002 Ohio quarter
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Ohio quarter reverse
- 1 envelope with an out-of-state postmark
- 1 piece of fruit or vegetable that is not native to the school's area
- 1 postcard from a foreign country
- 1 copy each of an age appropriate text about the Wright brothers and a text about the moon landing, such as:
  - *Taking Flight: The Story of the Wright Brothers* (Ready-to-Read) by Stephen Krensky
  - *First Flight: The Story of Tom Tate and the Wright Brothers* by George Shea
  - *One Giant Leap: The Story of Neil Armstrong* by Don Brown.
  - *Man on the Moon* by Anastasia Suen
  - *Moonwalk: The First Trip to the Moon* by Judy Donnelly
- "A Day in My Life" worksheet
- Access to a computer lab with connection to the Internet

PREPARATIONS:

- Wrap or paint a large cardboard box in a bright color.
- Make and attach a sign to the box that reads "Mystery Box."
- Place 2002 Ohio quarter, envelope, fruit, and postcard inside the Mystery Box.
- Make an enlarged or overhead version of the Ohio quarter reverse.
- Make copies of the "A Day in My Life" worksheet for half the class.
- Schedule research time in a computer lab for students to complete their assignment.
- Bookmark appropriate Internet sites as determined by lesson.
- Gather supplemental text resources as needed (see suggestions under "Materials").

GROUPING:

- Whole group
- Small groups

CLASS TIME:

2 45- to 60-minute sessions

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Learning about Exploration and Flight

CONNECTIONS:

- Social Studies
- Language Arts
- Technology
- Science

TERMS AND CONCEPTS:

- Quarter
- Reverse
- Symbol
- Aviation
- Pioneer
- Mysteries

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

- Air and space travel
- Internet and textual research

STEPS:

Session 1

1. Place in plain view of the students a box labeled "Mystery Box." Examine the box periodically throughout the morning. When students ask you what's in it, respond with, "You'll have to wait and see."
2. When you're ready for the lesson, bring the box to the front of the classroom and ask the students whether they noticed it. What made them curious? Tell the students that they can look into the box, but first ask: "Who would look into the box if they thought it might have something spooky in it? Who would look into the box if they thought it might have something dangerous in it?"
3. Introduce the Ohio quarter by taking it out of the Mystery Box. Tell the students that the coin highlights some people who were curious about the unknown, just like they were with the Mystery Box.
4. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Ohio quarter reverse.

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A Life Without Flight

5. In small groups, have students discuss the symbols on the coin's reverse. Ask the students what types of things they think interested the people on the quarter. (They should guess ideas relating to flight.) Explain that several famous people from Ohio knew that flight and space travel were dangerous, things that no one had ever done before, but they were brave and still wanted to learn all they could about these topics.
6. Take a letter with an out-of-state postmark, a fruit or vegetable that is not native to the school's area, and a postcard from a foreign country out of the Mystery Box and pass them around. Ask, "What do these three things have to do with the Ohio quarter?" Depending on the student responses, discuss how easily each item is available because of the work of the Wright Brothers of Ohio (only Orville was born there, but both worked there).

Session 2

1. Briefly review what the students know about the Wright Brothers (Who were they? What did they do to make these advancements to our lives possible?) If necessary, have students read and discuss related stories such as those listed under "Materials."
2. Ask the students to think about what our lives would be like if people like John Glenn and Neil Armstrong (two other aviation pioneers from Ohio) had never explored the mysteries of outer space. How would our lives be different if space had never been explored?
3. Use visuals to demonstrate the evolution of aviation and space travel. Explain that many items that were developed specifically for and as a result of space travel have improved people's lives here on Earth.
4. As a class, brainstorm and post a list of items that space travel may have given society.
5. Distribute the "A Day In My Life" worksheet to your students.
6. In small groups, have students read through the story, then use the Internet to find and underline as many items as they can that were developed or improved as a direct result of space travel. (Bookmark Internet sites that list "NASA spinoffs" for student use.)
7. Regroup and review the students' results. Review the ways in which the world has changed since the Wright Brothers' flight.

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A Life Without Flight

ENRICHMENT/EXTENSIONS:

Since so few newspapers picked up the story when the Wright Brothers made their first flight, have the students write a news article about the importance of this flight and how man's ability to fly has changed the way we live our daily lives.

Have students write a creative story about what life would be like without flight.

Have students develop a timeline of advancements made since the beginning of the United States' space program.

Have students create information booklets about their findings to share with primary students.

DIFFERENTIATED LEARNING OPTION:

Incorporate visuals with the "A Day in My Life" story to help non-native English speakers build their vocabulary.

HPC CONNECTIONS

Did your students have fun with this coin activity? Then why not try the HPC Teacher Feature "Coins in Space," where they will write creatively about the Ohio quarter? Find it in the "Teachers" area.

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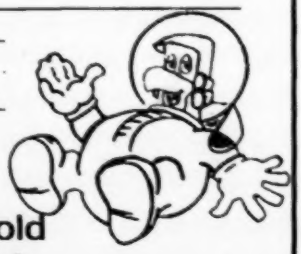
NAME_____ DATE_____

A Day in My Life



INSTRUCTIONS:
Read the story. Research the products printed in **bold** type to see whether they were developed as part of the space program. Underline all the ones that were.

I woke up this morning to the sound of my **alarm clock** ringing. I got up and took a **shower**. When I was done, I put on my **jeans**, a **t-shirt**, and my brand new **shock-absorbing sneakers**! I was so hungry that I ran downstairs to get breakfast.

Sometimes when mom cooks pancakes, the **smoke detector** goes off, but today breakfast was just **orange juice**, **cereal,** and some **dehydrated fruit**. It sure looked better than the **enriched baby food** that my mom was feeding my baby brother!

Before I left for school I checked the **weather forecast** and found out that it was supposed to snow! I put on my **coat** and **thermal gloves** to keep warm, and my **boots** just in case I had to walk home in the snow!

At school, my teacher said that we would be going to the **computer** lab. That's my favorite room in the school—it has **ergonomic chairs** and the monitors have **flat-panel screens**. While we were in the lab, it started to snow. Then the principal announced over the **intercom** that school was being closed early.

When I got home, my parents were at work, and I forgot to turn off our **security system**. Boy, did it make a lot of noise! I watched **TV** for a little while, but then my mom came home. She told me to get out a **pencil** and do my homework.

After dinner, I used a **joystick** to play **video games** before getting ready for bed. My mom reminded me to put plenty of **toothpaste** on my **toothbrush**. As I was putting on my **pajamas,** I remembered I had to write this story for homework, so I did.

After all the space-age products I used today, maybe I will think about traveling in space as I fall weightlessly asleep.

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"A Day in My Life" Answer Key

Underlined words have been developed as part of the space program.

I woke up this morning to the sound of my **alarm clock** ringing. I got up and took a **shower**. When I was done, I put on my **jeans**, a **t-shirt**, and my brand new **shock-absorbing sneakers**! I was so hungry that I ran downstairs to get breakfast.

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Ohio Quarter Reverse

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3: Fast Facts

Based on the Louisiana quarter reverse

OBJECTIVE:

Students will describe the growth and change in America as related to the Louisiana Purchase and the Lewis and Clark Expedition.

MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse
- The "Fast Facts" worksheet
- The "Louisiana Questionnaire" worksheet
- The "Changing America" map
- Colored pencils
- Class map or desk maps of the United States of America

PREPARATIONS:

- Review the worksheet and map.
- Make copies of the "Fast Facts" sheet and map (1 per student).
- Make copies of the "Louisiana Questionnaire" worksheet (1 per student)
- Make copies of the "Changing America" map (1 per student)

GROUPINGS:

- Small groups
- Individual work

CLASS TIME:

1 60-minute session

CONNECTIONS:

- Social Studies
- Language Arts
- Mathematics

TERMS AND CONCEPTS:

- The Louisiana Purchase
- The Corps of Discovery

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Using Map Skills

BACKGROUND KNOWLEDGE:

Students should have a basic knowledge of:

- The formation of the United States of America
- Map elements and cardinal directions
- U.S. geography (state names)

STEPS:

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state if available.
2. Explain to students that the design was specially chosen to represent the state of Louisiana, its history, and its contribution to the United States of America. Display the overhead transparency or photocopy of the Louisiana quarter reverse.
3. Ask students to brainstorm about the Louisiana quarter design in small groups for five or ten minutes. One student per group should record the group's findings on chart paper. Ask the students to consider:
   - What pictures appear on the coin and what do you think they might represent?
   - What words appear prominently on the coin and what do you think they mean?
   - Why do you think the pictures and words on the coin were chosen? What things or events might the coin be representing? What might be important about Louisiana?
4. Have each group share one or two ideas they had during their brainstorming session. Students will post their charts on the board next to the Louisiana quarter reverse image. Review and expand on the students' understanding of "pioneer" using the Louisiana quarter reverse as an example.
5. Share visual aids that illustrate findings of the Corps of Discovery such as pictures of porcupines, elk, passenger pigeons, cranberries, prickly pears, etc. Explain that these items had never been seen by our "Founding Fathers" before the Purchase and exploration of the Louisiana Territory.
6. Pass out the "Fast Facts" sheet, one per student. Read the information together as a class, stopping to review challenging vocabulary when necessary.
7. Have the students answer the questions on the "Louisiana Questionnaire" after reading the "Fast Facts" sheet.
8. As students complete the "Louisiana Questionnaire" worksheet, give each a copy of the "Changing America" map and colored pencils. If necessary, allow the students to complete unfinished work at home.

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Fast Facts

9. Check the worksheets and maps for accuracy. Discuss what was learned, referring again to the enlargement of the Louisiana quarter. When appropriate to the curriculum, quiz students to verify their understanding.

ENRICHMENTS/EXTENSIONS:

Have students imagine that they are a reporter in 1803 who has just heard about the Louisiana Purchase. Using the facts that they have learned, ask them to write an article to inform Americans what this purchase might mean to the United States of America. They should also include reasons why America should fund the Corps of Discovery.

Have students hypothesize and write about what life would be like if the United States had never acquired the Louisiana Territory.

Have students conduct an independent research project on how the state of Louisiana took on its current shape.

DIFFERENTIATED LEARNING OPTIONS:

- Teachers can create further challenging questions related to this topic. Ideas may include:
  - Why was the Louisiana Territory a "surprise" purchase?
  - How many total states made up the United States after the Louisiana Purchase?
  - Why was the name "Corps of Discovery" chosen?
- Teachers can opt to have some students research the Louisiana Purchase independently or in small groups, and present their findings to the class.
- Record the Fast Fact sheet on tape and have students read along with it.

HPC CONNECTIONS

Interested in exploring further the Louisiana Territory? Then take a trip back in the HPC time machine to explore this area with Lewis and Clark and their guide, Sacagawea.

Then you can read all about the coin that commemorates the Corps of Discovery in May 2001's Coin of the Month in the "Coin News" area.

Or you can read all about the golden dollar, which celebrates Sacagawea's important role in the expedition! Find it under "The Coins Are Coming" in the "Coin News" area.

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Fast Facts

About the Louisiana Purchase

SURPRISE PURCHASE

In 1803, France owned the Louisiana Territory—the entire Mississippi River, its tributaries, and all the land that it drained, including the city at its mouth, New Orleans. Thomas Jefferson needed the Mississippi river to move goods.

The best he could hope for was to strike a bargain with France's emperor, Napoleon Bonaparte—but Jefferson got more than he bargained for!

Jefferson sent an envoy to France to buy some land outside New Orleans. At first, Napoleon ignored Jefferson's envoy. He was too busy dreaming of a French empire in the New World, based on the island of Haiti in the Caribbean.

But when the Haitians revolted and defeated the French army, Napoleon's scheme crumbled and the Louisiana Territory no longer seemed like such a prize. He realized that the land would be worth more to him if he sold it to raise money for his upcoming war with England.

So Jefferson, hoping only to gain some land and river rights, suddenly found himself being offered the entire Louisiana Territory! He jumped at the chance to add more than 800,000 square miles of land to the United States—and for a mere $15 million. Since there are 640 acres in a square mile, the rate was only about 4 cents per acre!

SCOPE OF THE TERRITORY

The United States became almost twice as big by adding the Louisiana Territory. At the time of the purchase in 1803, there were 17 states in the Union. The last to join was Ohio, which became a state on March 1 of the same year. The territory was eventually divided into fifteen more states or parts of states: Arkansas, Colorado, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, North and South Dakota, New Mexico, Oklahoma, Texas, and Wyoming.

EXPLORING THE NEW LAND

Many people hoped that there was a waterway to the west coast that would make it easier for the world to trade with China. This waterway was called "the Northwest Passage."

President Jefferson had already been planning an expedition to the west coast of North America to look for such a waterway. That's why his group of explorers—the Lewis and Clark Expedition—started their expedition near St. Louis, Missouri, in 1804, less than one year after the land had been purchased.

The mission, as Jefferson planned it, would have taken the expedition through lands owned by France and Spain. But with the purchase of the Louisiana Territory, most of the survey would include lands now owned by the United States.

Calling itself the "Corps of Discovery," the expedition had two more goals: to find out and report all it could about the area's land, waterways, animals, plants, and people (Native Americans); and to make friends with the tribes, giving peace medals as gifts to their leaders. The Corps carried a letter from Jefferson pledging "the faith of the United States" to pay back anyone who helped the expedition by providing goods and services.

By the time the Corps returned in 1806, its members had used all its skills—making maps, studying plants, translating languages, and more. The world's knowledge of these new lands was forever enriched by the daring work of the Lewis and Clark expedition.

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NAME_____ DATE_____

Louisiana Questionnaire

1. What country sold the Louisiana Territory to the United States?
   _____ In what year? _____
2. How many square miles were added to the United States through the purchase of the Louisiana Territory? _____
3. How many states comprised the United States before the purchase? _____
4. What was the price of the Louisiana Territory? _____
5. What was the average price per acre? _____
6. How many full acres could you buy for a quarter? _____
7. The city of New Orleans is about 115,840 acres. How much would New Orleans cost at that price? _____
8. List the fifteen states or parts of states that were eventually created from the Louisiana Territory (in alphabetical order):

   _____

   _____

   _____

   _____
9. Name three things that Jefferson wanted the Corps of Discovery to accomplish.

   _____

   _____
10. How long did the Lewis and Clark expedition last? _____

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Changing America Map

INSTRUCTIONS:

1. Lightly color in the Louisiana Territory and its box in the map key.
2. Using another color, outline each state that was created (in full or in part) from the Louisiana Territory. Label each state with its name.
3. Using a third color, lightly color in the area that the United States of America owned before the Purchase in 1803. Color in its box in the map key.
4. Using a fourth color, trace the route that the Lewis and Clark expedition took across the North American continent. Using the same color, color the route's symbol in the map key.

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NAME_____ DATE_____

Changing America Map

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Grades 4 through 6

Louisiana Quarter Reverse

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4: A Race through the States

Based on the Indiana quarter reverse

OBJECTIVES:

Students will research state information and write questions and answers for a racetrack game. This game will consist of questions relating to the 50 State Quarters® Program, the United States (particularly Indiana), and state history.

MATERIALS:

- 1 toy race car
- 1 class map of the United States of America
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Indiana quarter reverse
- Copies of the enlarged game board
- Blank question cards
- Dice (1 for every group of four students)
- Copies of the "Luck of the Draw" cards
- Sets of four different state quarters (1 set for each group)
- An assortment of grade appropriate coin and state reference resources
- Access to computers with Internet access (bookmark the United States Mint H.I.P. Pocket Change™ Web site at www.usmint.gov/kids)

PREPARATIONS:

- Make enlarged copies of the game board for every group of four students.
- Make copies of blank question cards.
- Make 2 copies of "Luck of the Draw" cards for each group of four students.
- Gather a large number of grade appropriate coin and state reference resources for classroom use.
- Make an overhead transparency (or photocopy) of the Indiana quarter reverse.
- Review the questions created for the 2002 grades 2–3 Indiana lesson plan ("The Great States Race").

GROUPING:

- Whole group
- Small groups

CLASS TIME:

3 45- to 60-minute sessions

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Researching and Formulating Questions

CONNECTIONS:

- Language Arts
- Social Studies
- Technology

TERMS AND CONCEPTS:

- Quarter
- Reverse (back)

BACKGROUND KNOWLEDGE:

Students should have a basic understanding of:

- Question words
- Internet and textual research

STEPS:

Session 1

1. Begin by holding up a toy race car and explaining that your next activity has something to do with cars like this and the number 500. Elicit responses from the students about what they think you'll be discussing. Explain to the class that you'll be continuing your study of the state quarters by looking at the new Indiana quarter.
2. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the overhead transparency or photocopy of the Indiana quarter reverse. As a class, locate Indiana on the class map. Discuss the symbols on the coin.
3. Discuss and build upon what the students learn about Indiana from the coin. Responses should include race cars and the Indianapolis 500.
   Note: This may require some prior knowledge of the Indianapolis 500 for the teacher.
4. Introduce the students to the "Great States Race" game board, which is set up to look like a racetrack. Explain that, as a class, the students will be helping to create a game about the Indiana quarter as well as the other quarters in this program.
5. Create a K-W-L chart to examine what students know and want to know about the 50 State Quarters. Leave the learn column empty until after the students have conducted their research.

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A Race through the States

6. Assign each child (or pair of children) a question from those developed in the "W" column of the chart and direct the students to use classroom/library/Internet resources to find answers to these questions. If during their research students find interesting facts about the symbols on the state quarters, ask them to make notes of this information.

   Note: Students must be familiar with using reference resources. Also, bookmark Internet sites that would help students with their research.
7. Have each student write their question and its answer using complete sentences, appropriate grammar, correct spelling, and correct punctuation. Model the types of questions that would be appropriate for this game, using the questions listed in the 2002 grades 2–3 Indiana lesson plans, "The Great States Race."
8. Review each student's question and answer.

Session 2

1. Once all grammar, spelling, and punctuation have been corrected, distribute a blank "Great State Race" question card to each student and have them clearly write their questions and answers in the appropriate blanks.

   Note: If students complete this activity early, instruct them to develop a question based on a piece of information mentioned in the **K** column of the chart.
2. Fill in the **L** column as a class. Discuss the answers to the questions as well as the ways in which students conducted their research.

Session 3

Before session 3: Photocopy each of the "class questions" written during session 2. (Each group will need a complete set of these cards.) If possible, laminate and separate all question and "Luck of the Draw" cards.

1. Break students into groups of four. Distribute the game boards to each group. As a class, review the rules of the game as they are written on the game board. Model a round of play for your class.
2. Distribute the rest of the materials to each group (a copy of the "Great States Race" game board, a set of question cards, a set of "Luck of the Draw" cards, a die, and 4 different state quarters).
3. Each student will select a state's quarter as his or her piece, and will play the game according to the rules.

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A Race through the States

ENRICHMENT/EXTENSIONS:

Students could research their home state and also Indiana. Based on their research, they could form comparative questions to add as "stumpers" to their deck of question cards, such as "Which state has a larger population, Indiana or Wyoming?"

After discussing the Indy 500, guide students to examine the length of time it would take to complete this race at different rates of speed.

Invite interested students to research and write reports about the Indianapolis 500 race or other similar car races in America.

DIFFERENTIATED LEARNING OPTIONS:

Adjust study of 50 State Quarters® Program to states that correspond to current curriculum.

HPC CONNECTIONS

If your students enjoyed this high-speed activity, invite them to race against the clock and put together the Indiana quarter when they play PuzzleMint. It's in the "Games" area.

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KNOW YOUR QUARTERS!

Q: _____

A: _____

KNOW YOUR QUARTERS!

Q: _____

A: _____

KNOW YOUR QUARTERS!

Q: _____

A: _____

KNOW YOUR QUARTERS!

Q: _____

A: _____

KNOW YOUR QUARTERS!

Q: _____

A: _____

KNOW YOUR QUARTERS!

Q: _____

A: _____

KNOW YOUR QUARTERS!

Q: _____

A: _____

KNOW YOUR QUARTERS!

Q: _____

A: _____

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LUCK OF THE DRAW You've had a tire blow out! Skip your next turn.	**LUCK OF THE DRAW** Your opponents are lagging behind! All other players move backward 2 spaces.
LUCK OF THE DRAW Pit stop! Skip your next turn.	**LUCK OF THE DRAW** Caution! There's debris on the track. Skip your next turn.
LUCK OF THE DRAW You've lapped your opponents, take another turn!	**LUCK OF THE DRAW** You're gaining on the lead position. Move to the space directly behind the player in first place.
LUCK OF THE DRAW You're really cruising now! Move four spaces ahead!	**LUCK OF THE DRAW** You're running out of gas. Better stop for a splash-and-go! Skip your next turn.

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LUCK OF THE DRAW

Put the pedal to the metal and move 6 spaces ahead!

LUCK OF THE DRAW

You're now the back marker (you're in last place). Move to the space behind the player in last place.

LUCK OF THE DRAW

You're losing speed! Move backward 2 spaces.

LUCK OF THE DRAW

You're really cruising now! Move 5 spaces ahead.

LUCK OF THE DRAW

Your opponents are gaining on you. All other players move forward 3 spaces.

LUCK OF THE DRAW

Slow down so you don't become a wall magnet! Move back 1 space.

LUCK OF THE DRAW

Put the pedal to the metal and move 6 spaces ahead!

LUCK OF THE DRAW

You're really cruising now! Move 5 spaces ahead.

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The Great States Race

GENTLEKIDS, START YOUR ENGINES!

START

FINISH

RULES

1. One player is chosen as a "spotter," who keeps track of how many times each player goes around the track. The first player to make three full laps is the winner.
2. Players' turns move clockwise, starting with the player with the most recent birthday.
3. On each player's turn, he or she rolls a die and moves that many spaces around the board, then draws the type of card indicated. Players read their own "luck" cards, but the player to the right reads each player's "question" cards. Players who answer **correctly** get another turn. Players who answer **incorrectly** don't roll the die on their next turn—they stay in the same space until they answer correctly.
4. If the "luck" pile runs out, shuffle the discards and re-use them.

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Indiana Quarter Reverse

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5: A Financial Flower Garden

Based on the Mississippi quarter reverse

OBJECTIVES:

Students will expand their knowledge of whole number computation by solving problems involving multiplication and division. Students will also use online technology in addition to other reference materials to research their projects.

MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Mississippi quarter reverse
- "State Flower" worksheet
- Seed catalogs or online resources for buying flower seeds
- Colored pencils and/or crayons
- Drawing paper
- Calculators (optional)

PREPARATIONS:

- Review lesson.
- Make copies of the "State Flowers Results" worksheet (1 per student).
- Do online research on state flowers and bookmark or print off online seed information for students to use.

GROUPINGS:

- Whole group
- Individual work
- Small groups

CLASS TIME:

2 30- to 45-minute sessions

CONNECTIONS:

- Mathematics
- Art
- Technology
- Social Studies

TERMS AND CONCEPTS:

- State flowers
- Interpreting data
- Cost

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Estimating and buying

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

- Estimation
- Multiplication
- Division
- Conducting Internet research

STEPS:

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state if available. Then display an overhead transparency or photocopy of the Mississippi quarter reverse.
2. Explain to the students that the design was specially chosen to represent the state of Mississippi. Using the state facts information provided in this packet, discuss how the magnolia is prominent throughout the south, then share the state nickname ("The Magnolia State"), state flower, and state tree in order to impress on students why the design on the quarter reverse is appropriate to the state of Mississippi.
3. Tell students that all states have state flowers and ask if students know what flower was chosen to represent their home state. (If the home state is Mississippi, give general examples of other states' flowers.)
4. Have each student choose a state and the corresponding state flower. To research various states and the corresponding state flower, use the school library (or, if possible, take your students into a computer lab with an Internet connection. Bookmark appropriate Internet sites to guide student research).

   Note: Although the Mississippi state flower comes from a tree, for this activity, only state flowers that grow from seeds should be chosen. Instruct students to verify this fact through research. This choice will be the basis of further work, so you may want to give them a list of states to research, or approve their choices before moving forward. Some state flowers come from flowering trees or shrubs, so they would not make good choices for this lesson plan.
5. When the state and flower choices have been finalized, challenge the students to find out how much it would cost to buy one packet of that type of flower seeds as well as how many seeds come in a packet. Again, the Internet or seed catalogs may be used to research this information. Review any math strategies they will need to employ, including estimation.
6. Based on these findings, have students complete the top portion of the "State Flowers" worksheet. Be sure to point out, where noted, that students should estimate their answer before they calculate it (whether using scratch paper or calculators).

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A Financial Flower Garden

7. Check research, worksheet, and scratch work (if applicable) for accuracy.

Session 2

1. Have students form State Flower groups (no more than seven to a group). Using their initial state flower results, have the group complete the last set of questions on the worksheet.
2. Check the worksheets for accuracy.

ENRICHMENTS/EXTENSIONS:

Have students illustrate and color the state flower of their choosing. Staple these pictures to the State Flower Results worksheet and display on a bulletin board.

Have students choose eight to ten flowers (from the class display of state flower pictures) that would make a nice flower bed. Have students calculate how much money they would need to buy a packet of each type of flower. Plan and plant such a garden.

Explore why flowers are more appropriate for certain states and climates rather than others.

DIFFERENTIATED LEARNING OPTIONS:

- Have students create a table to record their information as they locate it in order to become familiar with the development of organizational charts.
- Invite students to determine different fractions or percentages represented within the group.
- Have cooperative groups plan the style of garden they could create using the selected flowers. Students will diagram the layout of their garden based on the number or size of the selected plants.

HPC CONNECTIONS

If your students liked the Mississippi quarter, let them examine the April 2002 Coin of the Month in the "Coin News" area. it's the 1997 U.S. Botanical Garden Commemorative Silver Dollar, which features our national flower, the rose!

For added educational value, test out the related Teacher Feature "A Financial Flower Garden" as well, in the "Teachers" area.

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NAME_____ DATE_____

State Flower Worksheet

PART 1

The state I chose was _____.

That state's flower is the _____.

I need 1,000 seeds. I need to figure out how many packets to buy and how much they will cost.

Number of seeds in one packet		
Cost of one seed packet		
Price per seed	Estimate	
	Actual	
Number of seeds in three seed packets		
Cost of three seed packets	Estimate	
	Actual	
Number of seed packets needed to get at least 1,000 seeds	Estimate	
	Actual	
Cost of packets needed for at least 1,000 seeds	Estimate	
	Actual	

PART 2

The states and flowers in my Flower Group are:

State	State flower	Price per Packet
		$.
		$.
		$.
		$.
		$.
		$.

Price to buy a packet of each state flower's seeds	
Total number of seeds in all state flower seed packets	
Price difference between the most and the least expensive seed pkt.	
State that has the least expensive seed packet	
Number of seeds in the least expensive seed packet	
Approximate price per seed in the least expensive seed packet	
Flower with the most expensive seed	

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Mississippi Quarter Reverse

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6: What's the Story?

OBJECTIVE:

Students will plan and organize a group writing assignment based on the 2002 quarter reverse designs.

MATERIALS:

- 5 copies of each of the 2002 quarter reverses
- 5 envelopes
- 50 State Quarters® Program State Information sheets

PREPARATIONS:

- Make 5 copies of the 2002 quarter reverses using the reproducible coin sheet on page 43, and cut out the quarters (25 coins).
- Place one "coin" from each state into an envelope (5 envelopes in all).
- Create story prompts on separate slips of paper and add one prompt to each envelope.
- Gather and make copies of the 50 State Quarters® Program State Information sheets (on pages 40 and 41).

GROUPINGS:

Small groups

CLASS TIME:

1 30- to 45-minute sessions

CONNECTIONS:

- Language Arts
- Social Studies

TERMS AND CONCEPTS:

Coin design

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Writing a State-Related Story

BACKGROUND KNOWLEDGE:

Students should have basic knowledge of symbols.

STEPS:

1. Divide the class into five groups. Explain that each group will be working together to write a story.
2. Instruct the students in each group to number themselves from one to five. (If groups are larger or smaller, adjust as necessary.)
3. To each group, give one envelope containing a copy of the five 2002 quarter reverses and copies of the related 50 State Quarters® Program State Information sheets. The envelope will also contain a piece of paper with a story prompt, such as "It all happened one day after school..." or "I couldn't believe my eyes when...."
4. Have student number one pick a 2002 state quarter reverse from the envelope. The others should continue to pass the envelope around until each of the five students has picked out a state quarter reverse.
5. Have one student read the story prompt to the rest of the group.
6. Model the following process, and then instruct the students to take turns, in the same order as before. During each student's turn, he or she will add to the group's story, incorporating into their section a symbol, feature, or fact about the state on the coin that student selected.
7. While one student is dictating part of the story, the student to the right will record the words on a sheet of paper as they are spoken. The paper is passed around the circle until the story is complete.
8. When all five images have been incorporated and the final story is decided upon, the group members will edit it for spelling, capitalization, punctuation, and grammar.
9. Have students from each group share their group story with the class!

ENRICHMENTS/EXTENSIONS:

Have students make their own crossword puzzle based on the story that their group created.

Have students employ a variety of other literary styles, including plays, raps, songs, or poems. Students could perform or publish their work with illustrations.

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What's the Story?

DIFFERENTIATED LEARNING OPTIONS:

If personal word processors are available, ask students to type their part of the story.

HPC CONNECTIONS

Did your students have fun writing about the new quarters? Then why not try out the other coin-related Language Arts lesson plans available on HPC? Find them in the "Teachers" area.

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State Information 2002 Quarters

Tennessee

The Tennessee quarter, the first quarter of 2002 and sixteenth in the series, celebrates the state's contributions to our nation's musical heritage. The design uses musical instruments and a score with the inscription "Musical Heritage." Three stars represent Tennessee's three regions and the instruments symbolize each region's distinct musical style.

The fiddle represents the Appalachian music of east Tennessee, the trumpet stands for the blues of west Tennessee for which Memphis is famous, and the guitar is for central Tennessee, home to Nashville, the capital of country music.

State Capital: ..... Nashville
State Bird: ..... Mockingbird
State Tree: ..... Tulip Poplar
State Flower: ..... Iris
State Motto: ..... Agriculture and commerce
Entered Union (rank): ..... June 1, 1796 (16)
Nickname: ..... The Volunteer State, The Big Bend State, The Mother of Southwestern Statesmen
Origin of Name: .... Named after Cherokee Indian villages called "Tanasi"
State Song: ..... Seven official state songs: "My Homeland, Tennessee," "When It's Iris Time in Tennessee," "My Tennessee," "Tennessee Waltz," "Rocky Top," "Tennessee," and "The Pride of Tennessee."

Ohio

The Ohio quarter, the second quarter of 2002 and seventeenth in the series, honors the state's contribution to the history of aviation, depicting an early aircraft and an astronaut, superimposed as a group on the outline of the state. The design also includes the inscription "Birthplace of Aviation Pioneers." The claim to this inscription is well justified — the history making astronauts Neil Armstrong and John Glenn were both born in Ohio, as was Orville Wright, co-inventor of the airplane. Orville and his brother, Wilbur Wright, also built and tested one of their early aircraft, the 1905 Flyer III, in Ohio.

State Capital: ..... Columbus
State Bird: ..... Cardinal
State Tree: ..... Buckeye
State Flower: .... Scarlet Carnation
State Motto: .... With God, all things are possible
Entered Union (rank): ..... March 1, 1803 (17)
Nickname: ..... Buckeye State
Origin of Name: .... From the Iroquois Indian word meaning "large river" or "beautiful river"
State Song: ..... "Beautiful Ohio"

Louisiana

The Louisiana quarter, the third quarter of 2002 and eighteenth in the series, displays the image of Louisiana's state bird — the pelican, a horn with musical notes, and the outline of the Louisiana Purchase territory, along with the inscription "Louisiana Purchase."

Thomas Jefferson bought the Louisiana Territory from Napoleon Bonaparte in 1803 for $15 million. Dubbed the "greatest real estate deal in history" the Louisiana Purchase added thirteen new states to the Union, nearly doubling its size and making it one of the largest countries in the world.

The horn on the coin is a tribute to the state's heritage of jazz music, a genre heard and played by millions of enthusiasts around the globe. Jazz was born in New Orleans over a hundred years ago, a combination of elements from blues, ragtime, and marching band music. A multitude of musicians

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State Information 2002 Quarters

propelled jazz from New Orleans' French Quarter onto the world stage, making the style a dominant force in 20th Century music.

State Capital: ..... Baton Rouge
State Bird: ..... Brown Pelican
State Tree: ..... Bald Cypress
State Flower: ..... Magnolia
State Motto: ..... Union, justice and confidence
Entered Union (rank): ..... April 30, 1812 (18)
Nickname: ..... Pelican State
Origin of Name: ..... Named in honor of France's King Louis IV
State Song: ..... "Give Me Louisiana" and "You Are My Sunshine"

Indiana

The Indiana quarter, the fourth quarter of 2002 and nineteenth in the series, represents the state pride in the famous Indianapolis 500 race. The design features the image of a racecar superimposed on an outline of the state with the inscription "Crossroads of America." The design also includes 19 stars signifying Indiana as the 19th state to ratify the Constitution.

The Indianapolis Motor Speedway is a 2.5 mile track built in 1909 for automotive research purposes. While the track was and is used for research, it is best known for hosting auto races, most famously, the Indy 500. The oldest auto race in the world, the Indy 500 has been run every year since 1911, except during the two World Wars.

The winner of the first Indy 500 was Ray Harroun whose car, the Marmon Wasp, is thought to have been the first to have a single seat and to use a rearview mirror. In the time since Harroun's victory, the Indy 500 has become an international event, synonymous with auto racing.

State Capital: ..... Indianapolis
State Bird: ..... Cardinal
State Tree: ..... Tulip Tree
State Flower: ..... Peony
State Motto: ..... The crossroads of America
Entered Union (rank): .... December 11, 1816 (19)
Nickname: ..... Hoosier State
Origin of Name: ..... Means "Land of the Indians"
State Song: ..... "On the Banks of the Wabash, Far Away"

Mississippi

The Mississippi quarter, the last quarter of 2002 and 20th in the series, combines two elegant magnolias with the inscription "The Magnolia State."

The magnolia (Magnolia grandiflora), named for the French botanist Pierre Magnol, is strongly associated with the South, where the popular flower was introduced from Asia. This association helped Mississippi to adopt it as the state flower in 1952.

In 1900, when Mississippi schoolchildren were asked to vote for a state flower, they chose the magnolia over cape jasmine, yellow jasmine, cotton, and others. The selection remained unofficial, however, until February 26, 1952, when the Mississippi legislature finally adopted the magnolia as the state flower, opposed by only one vote. A similar election for state tree in 1935 gave the magnolia a landslide victory, made official on April 1, 1938.

State Capital: ..... Jackson
State Bird: ..... Mockingbird
State Tree: ..... Magnolia
State Flower: ..... Magnolia
State Motto: Virtute et armis (By valor and arms)
Entered Union (rank): ..... December 10, 1817 (20)
Nickname: ..... Magnolia State
Origin of Name: .... Possibly based on Chippewa "mici zibi," loosely meaning "great river"
State Song: ..... "Go Mississippi"

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The United States of America

Reproducible Coin Sheet

CONNECTICUT 1788 1999
MASSACHUSETTS 1788 THE BAY STATE 2000
KENTUCKY 1792 2001
INDIANA 1816 2002
DELAWARE 1787 THE FIRST STATE 1999
NEW HAMPSHIRE 1788 LIVE FREE OR DIE 2000
NORTH CAROLINA 1789 FIRST FLIGHT 2001
LOUISIANA 1812 LOUISIANA PURCHASE 2002
GEORGIA 1788 1999
MARYLAND 1788 THE OLD LINE STATE 2000
NEW YORK 1788 GATEWAY TO FREEDOM 2001
MISSISSIPPI 1817 2002
NEW JERSEY 1787 CROSSROADS OF THE REVOLUTION 1999
SOUTH CAROLINA 1788 THE PALMETTO STATE 2000
RHODE ISLAND 1790 THE OCEAN STATE 2001
OHIO 1803 2002
PENNSYLVANIA 1787 1999
VIRGINIA 1788 JAMESTOWN 1607-2007 QUADRICENTENNIAL 2000
VERMONT 1791 FREEDOM AND UNITY 2001
TENNESSEE 1796 2002

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Reproducible Coin Sheet

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The United States Mint

50 State Quarters Program

Release Year/State	Statehood Date
1999	
Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
2000	
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
New Hampshire	June 21, 1788
Virginia	June 25, 1788
2001	
New York	July 26, 1788
North Carolina	November 21, 1789
Rhode Island	May 29, 1790
Vermont	March 4, 1791
Kentucky	June 1, 1792
2002	
Tennessee	June 1, 1796
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 10, 1817
2003	
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821
Arkansas	June 15, 1836

Release Year/State	Statehood Date
2004	
Michigan	January 26, 1837
Florida	March 3, 1845
Texas	December 29, 1845
Iowa	December 28, 1846
Wisconsin	May 29, 1848
2005	
California	September 9, 1850
Minnesota	May 11, 1858
Oregon	February 14, 1859
Kansas	January 29, 1861
West Virginia	June 20, 1863
2006	
Nevada	October 31, 1864
Nebraska	March 1, 1867
Colorado	August 1, 1876
North Dakota	November 2, 1889
South Dakota	November 2, 1889
2007	
Montana	November 8, 1889
Washington	November 11, 1889
Idaho	July 3, 1890
Wyoming	July 10, 1890
Utah	January 4, 1896
2008	
Oklahoma	November 16, 1907
New Mexico	January 6, 1912
Arizona	February 14, 1912
Alaska	January 3, 1959
Hawaii	August 21, 1959

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